PROJECT COMPLETION REPORT
EDUCATION COMMUNICATIONS DEVELOPMENT
PROJECT NO. 497-0296

1. Project Objectives and Principal Components

This project aimed at expanding access to learning opportunities,
especially for the rural population. The intent was to use appropriate
communication tools to improve the effectiveness of formal and nonformal
education programs. Inputs included 15 person-years of long-term
technical assistance in Institutional Development and Management,
Educational Communication Systems, Instructional Systems Designs,
Communications Engineering, Evaluation, Production and Information
Management and Diffusion; 26.5 person-months of short-term assistance in
various fields of educational technology, training of 18 MAs, 3 PhDs, 31
bachelors level participants and 90 person-months of short-term training;
and provision of equipment for audio, cassette, video and radio
productions. The desired outputs were an improved production facility at
PUSTEKKOM (The Center for Communication Technology of the Ministry of
Education) that would be capable of developing and producing media
materials, an established library and information management system, 502
students trained in educational technology and an in-country capability
to train to the bachelors level educational media specialists.

2. Project Status and Output

The project, which started in June 1979, was originally scheduled to
end in December 1983; but in July 1983 it was extended through June 1984
because of delays in the procurement and shipment of commodities.
Another three month extension from June to September 1984, was allowed
because some project sub-activities (particularly, translation and
printing of educational technology materials) were still incomplete by
June 1984. These three extra months also allowed two participants to
attend short-term training in the U.S. in TV-series management and
production techniques.

All project activities were completed by September 1984. All
technical assistance services and training programs were delivered as
planned. The Center now has excellent video and audio projection
facilities as well as trained manpower capable of producing educational
media. The project library has acquired 1151 book titles, 33 journal
titles, 193 media titles (films, tapes) in educational technology and
fourteen computer-software programs aside from the equipment for the

film, graphics, TV and audio studios. Manpower training managed under an AID/AED (Academy for Educational Development) contract included a departure from the traditional U.S. based approach to participant training. The project adopted a new approach proposed by AED sub-contractor, the University of Southern California (USC): a U.S. faculty travelled to Indonesia to offer its courses through intensive one-month programs, essentially filling in gaps in the capability of Indonesian institutions to provide course offerings in the full range required for rigorous masters or doctoral curricula.

By adopting this so-called "sandwich" model of course offerings, USC achieved a secondary objective of the project which was to develop an in-country capability of offering graduate programs in educational technology. This approach also greatly increased the number of students able to take courses offered by USC and presented by its teaching staff. AED has submitted its final report, a copy of which is attached.

PUSTEKKOM has now become a center that has complete facilities to produce sophisticated educational material. In 1984, it has been instrumental in assisting the recently established Open University with its materials development needs. The Minister of Education and Culture directed the Center to produce 52 films entitled "Aku cinta Indonesia" ("I Love Indonesia"). This educational series has been running on Indonesian television since April 1985. The Minister has also instructed PUSTEKKOM to produce films on Indonesian history as its next major exercise. Moreover, the chairman of the Office for Education Research and Development has recently made PUSTEKKOM responsible for planning and development of software materials in two subject areas for junior high schools. In addition to these tasks, PUSTEKKOM is responding to requests by various government offices to train their staff in the development of instructional software and other materials.

3. Lessons Learned

   1. Initial Project Design

   The phasing of activities as designed turned out be inappropriate or unrealistic. Participants were sent for training at the same time technical assistance arrived to train some of the very people who were leaving. By the time participants returned from training to be phased in by technical assistance experts, the experts had often already returned to the U.S. or did so soon thereafter. There was not sufficient overlap to allow technical assistance experts to work in depth with many of the returned participants. If outputs had been better planned, project staffing activities and participant training would have been better integrated, resulting in larger project impact.

2. Commodities

The time frame for commodities was poorly planned. The time to receive and install commodities was underestimated, causing implementation problems. Technical assistance experts departed before all of the equipment in the studio could be installed. A mid course evaluation flagged this issue, but a more continual, process oriented monitoring of the project would have helped this situation. The multiple bureaucracies associated with the project complicated the commodity problems.

3. Host-Country Agency

A project such as this should be identified with one existing agency and legitimized within it. During most of the life of the project, especially in its last year, the host country agency, in this case, the Office of Research and Development of the Department of Education and Culture (BALITBANG DIKBUD), was undergoing reorganization. This worried and diverted the attention of the project staff.

It is important for the host country agency to provide a level of staff with capabilities at the management and implementation levels to assist and act as counterparts to each consultant. Indonesian support at the host country agency should have been firmed up early, establishing firm counterpart commitments. but too often the Indonesian counterpart staff had little management capabilities, and were hesitant to exercise their authority.

4. Contractor Project Implementation Field Staff

In developing scopes of work for contractor field staff, an important factor concerns administrative responsibilities. Project design should have provided sufficient staff so the chief of party would have had adequate administrative support. Such support should have also included sufficient delegations of authorities from the home to the field office.

5. Measuring Outputs

ECD was both an institution building project and an educational technology development and applications project. Achievements against each of these key objectives are very hard to measure. In an institution building effort, it is assumed that nothing done directly is as good for long-range development as working with or through counterpart staff, and that evidence of success derives from how well the institution is able to expand its activities and operate more effectively and efficiently as a result of project efforts. In the area of educational technology, gains are only meaningful if increases in instructional technology is going to result in an expansion or improvement of education opportunities. However, technology too often becomes an end as opposed to a means to achieve such goals. In the ECD project it was difficult to reach a consensus, focus on objectives and intended impacts, and then measure the results.

4. Financial Status

The total amount obligated under the project was $2,000,000 in grant funds and $4,000,000 in loan funds. Under the contract, which amounted to $3,340,000 in loan funds, AED was responsible for supplying technical assistance, procuring commodities and managing participant training programs. In July 1984, USAID/Jakarta deobligated excess loan funds of $190,000 (from $4,000,000 to $3,810,000) and in August 1985 after the contractor submitted its final voucher, another $362,157 was deobligated. Thus the total AID funds expended on the project amounted to $5,447,843.

Attachment: A/S

EHR:GIsa:tg:11/12/85

Clearances: (in draft)

EHR/T,DFoster-Gross
EHR,CSBonner
PRO,MBonner
FIN,RAlbores

DISTR: PRO, FIN, EHR, EHR/T, C&R